

Beginning with Fiction



Lesson Preparation

Daily Lesson 13	WRITING	
	TEKS	Ongoing TEKS
	E1.13B E1.14A E1.17Ai,ii,C E1.18Bii	
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Literary techniques are used to heighten interest, appeal to an audience, and effectively communicate a message. <p>— What does it mean to be effective writer?</p> <ul style="list-style-type: none"> Authors use conventions of written language to communicate clearly and effectively. <p>— What do good grammar skills allow both a good reader and writer to do?</p>	
Vocabulary of Instruction	<ul style="list-style-type: none"> Restrictive clause Nonrestrictive clause Compound/complex sentence Draft 	
Materials	<ul style="list-style-type: none"> Teacher Writer's Notebook (1) Writer's Notebook (1 per student) Writing Folder (1 per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: Clauses (1 per student) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Select sentences from teacher-modeled writing in previous lessons to use as examples of restrictive and nonrestrictive clauses for the Conventions Practice. Create a paragraph with only a series of simple sentences to use as an example of how combining sentences using restrictive and non-restrictive clauses and using verbals makes writing pieces more 	

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	<p>interesting and engaging.</p> <p>4. Prepare to write in front of students during this Instructional Routine to model drafting an engaging story. Students need to see that even adults struggle as they begin putting thoughts on paper.</p>
Background Information	<p>Restrictive relative clause - a phrase or clause that limits the essential meaning of the noun or noun phrase it modifies (e.g., <i>who had a camera in the man who had a camera took our picture</i>)</p> <p>Nonrestrictive relative clause - a phrase or clause that adds descriptive detail to a noun without limiting its meaning (e.g., <i>who likes ice cream</i> in the sentence <i>Claire, who likes ice cream, is from Ohio</i>). In English, a nonrestrictive clause is usually set off by commas.</p> <p>Compound sentence - a sentence composed of at least two independent clauses linked with a conjunction or semicolon (e.g., <i>Sam talked, and Emma listened</i>)</p> <p>Complex sentence - a sentence with an independent clause and at least one dependent clause (e.g., <i>I cleaned the room when the guests left</i></p> <p>Compound-complex sentence - a compound sentence with at least one dependent clause (e.g., <i>dogs bark and birds sing when they are happy</i></p> <p>This Instructional Routine partially assesses Performance Indicator: “<i>Use the writing process and conventions of language to write an engaging story using a range of literary strategies and devices to enhance the plot.</i>”</p>
Teacher Notes	<p>The students will be writing for the majority of the class time. Some students will write from start to finish with little or no prompting. For those that struggle, engage in small group or individual instruction.</p> <p>This Instructional Routine may take more than one class period to complete. Plan accordingly or consider assigning the completion of the first draft as homework.</p>

Instructional Routines

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Duration and Objective	Suggested Duration: 50-60 min. <u>Content Objective:</u> Students draft engaging stories.
Mini Lesson	<ol style="list-style-type: none"> 1. Distribute Handout: Clauses and instruct students to secure it in the Conventions Practice section of the Writer's Notebook. Review the information on Handout: Clauses. Use the pre-selected sentences from the teacher Writing Appetizer entries to demonstrate. Emphasize and demonstrate the appropriate use of commas. 2. Instruct students to use one of their own entries in their Reader's or Writer's Notebooks to locate examples of the use of both restrictive and nonrestrictive clauses, marking examples as they identify them. With an Elbow Partner, instruct students to discuss their examples, verifying they identified each correctly. Ask for volunteers to share examples. 3. Display the example paragraph created using a series of simple sentences. Ask: How could we make this paragraph more interesting or engaging for the reader? Soliciting student input, model , combining sentences using clauses and verbals to improve the paragraph. Illustrate how the use of compound and complex sentences adds variety and interest to writing pieces. Emphasize the appropriate use of commas with restrictive clauses or contrasting expressions. 4. Review with students the characteristics of an engaging story. Emphasize that although they are basing their story on one of the themes from the Writing Appetizers, they will demonstrate this theme through the conflict and its resolution, the interesting characters they develop, and the literary techniques they employ by using dialogue or creating suspense. 5. Refer to the table titled <i>Beginning, Middle, and End</i> and the draft begun in Daily Lesson 12 to model continuing to draft an engaging story.
Learning Applications	<ol style="list-style-type: none"> 1. Students write drafts of an engaging story. 2. Confer with as many students as possible to promote topic development through questioning. 3. Engage in small group instruction as needed.
Closure	1. Ask: What does it mean to be an effective writer? Discuss responses.